

LHS English 12 Unit 1

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length:
Status: **Published**

Unit Overview

Theme: The Limits of Free Will

Benchmark Text Focus: Literature

Anchor Text: Macbeth

Writing Genre Focus: Narrative

[Benchmark & Answer Key](#)

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational

text says explicitly and inferentially, as well as interpretations of the text.

ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
ELA.RI.IT.11–12.3	Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RL.TS.11–12.4	Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
ELA.RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
ELA.W.NW.11–12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.RW.11–12.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
ELA.SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELA.SL.ES.11–12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
ELA.SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Weekly Structure

[illegible]

	Time		Time		Time		Time		Time		Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Day Seven		Day Eight	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Day Nine		Day Ten	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Rationale

This unit invites students to critically explore the age-old question of **free will vs. fate** through the lens of Shakespeare’s *Macbeth*, a timeless literary work that challenges readers to consider the extent to which individuals control their own destinies. As students read and analyze the play, they will examine how personal ambition, external influence (such as prophecy or persuasion), and moral choice intersect to shape the lives and consequences of the characters.

Macbeth presents a compelling exploration of **moral ambiguity**, **psychological conflict**, and **the influence of supernatural forces**, all of which provoke thoughtful inquiry into whether we are in control of our choices—or shaped by forces beyond ourselves. The **literary complexity** of Shakespeare’s language and character development provides rich opportunities for close reading, textual analysis, and discussion of abstract ideas in a high-interest dramatic format. The theme of **free will vs. determinism** remains deeply relevant to students’ lives as they navigate personal choices, peer pressure, social systems, and expectations.

Through a focus on **narrative writing**, students will creatively respond to the themes and conflicts in the text

by imagining alternate paths, internal conflicts, or untold perspectives that deepen their engagement with the idea of **personal agency and responsibility**. Narrative writing allows students to internalize complex themes by reimagining them through their own creative lens.

Writing original narratives or alternate perspectives/scenes based on *Macbeth* deepens comprehension and encourages empathy by asking students to think like a character or reframe a moment of moral or psychological tension. Students strengthen key narrative writing skills such as **character development**, **internal conflict**, **pacing**, and **dialogue**, while also integrating literary devices they observe in Shakespeare’s work (e.g., dramatic irony, foreshadowing).

The tension between individual choice and external control is a theme students encounter regularly—through societal systems, cultural norms, technology, relationships, and personal development. This unit encourages students to think critically about those influences and express their understanding through both analytical discussion and creative expression.

Enduring Understandings

Content Specific	Skills Specific
<ul style="list-style-type: none"> ▪ Exploring Timeless Human Struggles: Through characters like Macbeth, students gain insight into how individuals wrestle with personal choice, external pressure, and moral responsibility. Additionally, students analyze the tension between free will and fate. Shakespeare’s use of prophecy, guilt, and ambition allows readers to analyze how abstract concepts like destiny and agency play out in human behavior. ▪ Internal and External Conflicts: By studying Macbeth’s internal and external conflicts, students examine how choice and consequence shape identity and outcome. Authors use literary elements such as character development, conflict, and symbolism to explore philosophical themes. ▪ Narrative Writing: Narrative writing is a powerful tool for exploring and expressing complex human experiences. Through original storytelling, students can creatively reimagine moments, motivations, and consequences, deepening their understanding of character and theme. Whether analyzing Shakespeare or crafting their own narratives, students learn that form and content work together to create meaning. Writers make 	<ul style="list-style-type: none"> ▪ Close Reading: Close reading helps uncover deeper meaning in complex texts. By analyzing word choice, tone, and structure, readers can interpret author intent and character motivations. ▪ Textual Evidence: Strong readers support their analysis with relevant textual evidence. Citing specific lines from the text strengthens interpretations and deepens literary discussions. • Character Development: Understanding character development and conflict is essential to interpreting themes. Tracking how characters change reveals how themes such as fate, ambition, and free will unfold. Creating believable characters involves revealing internal conflict, motivation, and moral dilemmas. ▪ Narrative Writing: Effective narratives use structure, description, and pacing to engage readers. A clear beginning, middle, and end, along with strong transitions, enhance storytelling. Writers use character voice and point of view to explore complex emotions and decisions. Narrative writing can be used to creatively examine and reflect on literary

<p>purposeful choices in structure, point of view, and tone to reflect internal conflict and reveal themes.</p> <ul style="list-style-type: none"> Historical and Cultural Context: Understanding the historical and cultural context of a text enhances interpretation of its themes. Examining the beliefs and societal structures of Shakespeare's time helps clarify how ideas about fate, power, and agency influenced Macbeth. Characters' decisions in literature often reflect the larger question of how much control people truly have over their lives. 	<p>themes. Writing from alternate perspectives or reimaged scenes allows deeper insight into characters and thematic ideas.</p> <ul style="list-style-type: none"> Mastery of Figurative Language and Grammar: Purposeful word choice and figurative language enhance a narrative's tone and meaning. Using imagery, metaphor, and symbolism helps convey mood and theme effectively. Mastery of grammar and conventions strengthens clarity and voice in writing. Correct punctuation, sentence variety, and grammar contribute to more engaging and professional storytelling. Collaborative Discussion: Collaborative discussion builds deeper understanding of literature and writing. Engaging in academic conversations allows students to hear multiple interpretations and refine their own thinking. Oral performance of literature supports comprehension and interpretation. Reading dramatic texts aloud helps students explore tone, pacing, and emotional depth.
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Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none"> To what extent do individuals control their own actions? How does literature help us explore the struggle between personal choice and destiny? How do authors use characters and conflicts to explore big ideas like fate, ambition, and guilt? What literary techniques reveal a character's internal struggle with moral decisions? How do the decisions characters make shape 	<ul style="list-style-type: none"> How does an author's word choice and tone shape our understanding of a character or theme? What can the structure of a text reveal about its deeper meaning? How does close reading help us uncover authorial intent and character motivation? Why is it important to support our interpretations with textual evidence? How do specific lines of text help clarify or challenge our understanding of a literary

their identity and destiny?

- What makes a character responsible for their actions—even when outside forces influence them?
- How can narrative writing be used to explore moral dilemmas and internal conflict?
- In what ways does storytelling help us better understand ourselves and others?
- How do the beliefs and values of Shakespeare's time influence the themes in *Macbeth*?
- What can the historical context of a story reveal about the limits of free will in that society?
- How do authors—and student writers—use narrative techniques to convey a character's struggle with choice?
- How does changing the point of view or structure of a narrative affect how we understand the story?

work?

- What makes evidence effective in literary analysis?
- How do characters evolve over the course of a text, and what does that reveal about the central themes?
- What role does conflict play in shaping a character's development?
- How can understanding a character's internal struggles deepen our interpretation of a story's message?
- How can narrative structure and pacing impact the emotional effect of a story?
- In what ways can writing from different perspectives enhance our understanding of a character or theme?
- How does creative writing allow us to explore and reimagine literary ideas?
- How does figurative language create mood and reinforce themes in a narrative?
- What is the relationship between grammar, clarity, and voice in writing?
- How do writers use imagery, symbolism, and metaphor to convey deeper meaning?
- How can listening to others' interpretations improve our own understanding of a text?
- What do we gain from performing or reading literature aloud?
- In what ways do academic conversations refine our literary thinking and writing?

Key Resources

Anchor Text: *Macbeth* by Shakespeare (No Fear Shakespeare)

Additional instructional resources:

- [Comprehension microskills](#)
- [Tier I instructional practices](#)
- [Engagement toolkit](#)

Lexia Aspire Resources:

- [Word Recognition](#) - phonemic awareness, decoding, fluency
- [Language Comprehension](#) - vocabulary, morphology, academic language, syntax
- [Writing & reading comprehension](#) - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

Supplementary Resources

Informational texts from district-approved resources.

Play: Oedipus Rex by Sophocles

[Folger Shakespeare Library](#)

[Additional district-approved secondary ELA instructional resource list](#)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggest	Mini-Lesson Skills	Suggested Student	Resources	Assessment
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			ed Learnin g Targets		Centered Activities		
September	1-2	SL.PE.1 1-12.1 L.KL.11 -12.2	SWBAT demonstra te 12th grade policies and procedure s.				
		SL.AS.1 1-12.6 L.VL.11 -12.3 L.VI.11 -12.4	SWBAT identify the norms of a group or partnershi p.	<ul style="list-style-type: none"> • Getting to Know You • Classroom Procedures & Expectations (relationship building, Instructional Workshop Model, group work, turn & talk procedures , etc.) • Reading Pre-assessment 			<ul style="list-style-type: none"> • LinkIt! pre-assessment - reading
		RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3 RL.TS.11-12.4 RL.PP.11-12.5 W.NW.11-12.3 W.RW.11-12.7	SWBAT demonstra te the procedure s and expectatio ns of a student- centered activity. SWBAT demonstra te their knowledg e of reading by taking a pre- assessmen t.				
		SL.PE.1	SWBAT	<ul style="list-style-type: none"> • Getting to 		<ul style="list-style-type: none"> • Narrati 	<ul style="list-style-type: none"> • Narrati

		<p>1–12.1 W.NW.11–12.3 W.RW.11–12.7</p> <p>demonstrate 12th grade policies and procedures.</p> <p>SWBAT identify the characteristics of a good reader.</p> <p>SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.</p>	<p>Know You</p> <ul style="list-style-type: none"> Classroom Procedures & Expectations (choosing "just right" books, when to abandon a book, how to "book talk", etc.) Writing Pre-assessment 		<p>ve Writin g Pre- Assess ment</p> <ul style="list-style-type: none"> Narrative Rubric 	<p>ve writing pre- assess ment</p>
	3-4	<p>L.VL.11–12.3 L.VI.11–12.4 W.NW.11–12.3 W.WP.11–12.4</p> <p>SWBAT explain the meaning of a word, sentence, or paragraph by analyzing its context.</p> <p>SWBAT analyze the impact of specific word</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Derive meaning of unknown words from sentences, paragraphs, or texts Impact of specific word choice Interpretation of figures of speech 	<ul style="list-style-type: none"> LHS ELA Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> LHS Suggested Formative Reading Assessments

			<p>choices on meaning and tone.</p> <p>SWBAT identify figures of speech in a text and explain their meanings and effects.</p> <p>SWBAT organize the character development, plot events, and the point of view to write their narrative story.</p>	<p>(hyperbole, paradox)</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> Brainstorming (character development and POV) Brainstorming (multiple plot lines) 			
		<p>RL.CR.11–12.1</p> <p>RI.CR.11–12.1</p> <p>W.NW.11–12.3</p> <p>W.WP.11–12.4</p>	<p>SWBAT accurately cite several pieces of textual evidence to support their analysis.</p> <p>SWBAT provide interpretations of both</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Accurately citing several pieces of textual evidence Interpreting explicit and inferential meanings Relevant connections to support 	<ul style="list-style-type: none"> LHS ELA Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> LHS Suggested Formative Reading Assessments

			<p>explicit and implicit meanings found in the text.</p> <p>SWBAT make at least two relevant connections between textual evidence and their analysis.</p> <p>SWBAT identify characteristics of a narrative exemplar.</p> <p>SWBAT construct an engaging hook by setting up a problem and establishing a point of view for their narrative.</p>	<p>analysis</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Exemplar vs. non-exemplar • Engaging and orienting the reader 			
October	1-2	RL.CI.11-12.2 RI.CI.11	SWBAT identify and articulate one or	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Identify one or 	<ul style="list-style-type: none"> • LHS ELA Instructional Worksh 		<ul style="list-style-type: none"> • LHS Suggested Format ive

		<p>–12.2 W.NW.11–12.3 W.WP.11–12.4</p>	<p>more themes present in a literary text.</p> <p>SWBAT analyze how each theme is developed and refined throughout a text.</p> <p>SWBAT evaluate how the identified themes interact and build on one another.</p> <p>SWBAT utilize multiple plot lines and sequence of events to build the tone to enhance their narrative.</p> <p>SWBAT revise their writing by</p>	<p>more themes in a text</p> <ul style="list-style-type: none"> • Development and change of the theme throughout the text • Interactions between multiple themes <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Narrative techniques : multiple plot lines (including sequence of events that build toward a specific tone or outcome) • Narrative techniques : dialogue 	<p>op Model Suggested Activities/Groups</p>	<p>Reading Assessments</p>
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			adding effective dialogue.				
		RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 W.NW.11–12.3 W.WP.11–12.4	SWBAT identify the best objective summary for a text. SWBAT write an objective summary of a text. SWBAT analyze how an author's decisions shape the narrative by examining the setting and sequence of events. SWBAT use pacing and effective transitions to develop	Reading Mini-lessons: <ul style="list-style-type: none"> Identifying an objective summary Writing a summary of a text without personal bias (objective summary) Importance of author's decisions (setting & sequence) Writing Mini-lessons: <ul style="list-style-type: none"> Narrative techniques : pacing & transitions Narrative techniques : description , sensory details, and word choice 	<ul style="list-style-type: none"> LHS ELA Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> LHS Suggested Format ive Reading Assess ments

			<p>their characters and plot events.</p> <p>SWBAT choose precise words and sensory details to enhance their narrative story.</p>				
	3-4	<p>RI.IT.11–12.3</p> <p>W.NW.11–12.3</p> <p>RL.TS.11–12.4</p> <p>W.NW.11–12.3</p> <p>W.WP.11–12.4</p>	<p>SWBAT analyze how an author's decisions shape the narrative by examining the action and character development.</p> <p>SWBAT assess how the structure of a text shapes its overall meaning and aesthetic impact.</p> <p>SWBAT analyze how the</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Importance of author's decisions (action & characterization) • Understanding of narrative structures • Impact of beginning and ending on a story <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Narrative techniques : reflection (internal thinking) • Reflective conclusions 	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments

		<p>choice of where to begin a story affects the reader's engagement and understanding.</p> <p>SWBAT use reflection to develop their characters and plot events.</p> <p>SWBAT provide a reflective conclusion that ties together their narrative's experiences or observation.</p>				
	<p>L.SS.11-12.1</p> <p>RL.PP.11-12.5</p> <p>W.NW.11-12.3</p> <p>W.WP.11-12.4</p>	<p>SWBAT analyze two texts related to a common topic to identify differing perspectives.</p> <p>SWBAT justify</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Different perspectives of related topics • What makes a viewpoint convincing • Spiral review of unit's 	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments

		<p>their chosen viewpoint with evidence from the texts.</p> <p>SWBAT review the unit's standards and skills in order to prepare for the benchmark assessment.</p> <p>SWBAT compose an original story based on elements from a fictional text.</p> <p>SWBAT compose a narrative story from a different character's POV that logically follows from the events described.</p>	<p>standards and skills to prepare for BM</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none">• Write an original story (a spin off story)• Write a story from a different character's POV			
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November	1-2	L.VL.11-12.3 L.VI.11-12.4 RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3 RL.TS.11-12.4 RL.PP.11-12.5 W.NW.11-12.3 W.RW.11-12.7	SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 1 by creating SMART goals.	<ul style="list-style-type: none"> • Reading benchmark MP 1 • Writing benchmark MP 1 • End of MP reflection • Creating SMART goals 		<ul style="list-style-type: none"> • Narrative Rubric • End of MP Reflection 	<ul style="list-style-type: none"> • LinkIt! Benchmark MP 1 • End of MP Reflection
		L.VL.11-12.3 L.VI.11-12.4 RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3 RL.TS.11-12.4 RL.PP.11-12.5 W.NW.	SWBAT transfer their understanding of the unit's standards by completing an end of marking period project. SWBAT review the unit's standards	Enrichment & Intervention Week (based on BM1 data): <ul style="list-style-type: none"> • Enrichment project • Intervention groups 			

		11–12.3 W.RW. 11–12.7	by participati ng in a teacher- led small group.				
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Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Alternative Ending: Students craft an alternative ending to the play, considering how different choices by the characters could have led to a different outcome. ▪ Prequel/Sequel: Students write a prequel or sequel to <i>Macbeth</i>, imagining events that happen before the play begins or after it ends. ▪ Diary Entries: Students create diary entries for a character, reflecting on key events from the play and how they affect the character's development. ▪ Creative Retellings: Students rewrite a scene from the play in a different setting or era, maintaining the original themes and character motivations but adapting the narrative to a new context (e.g., a modern-day political thriller). <p>Content</p> <p>1. Plot and Structure</p> <ul style="list-style-type: none"> ▪ Detailed analysis of the plot, focusing on the rise and fall of Macbeth. ▪ Understanding the 	<ul style="list-style-type: none"> • 9th-11th Grade Content and Skills to Spiral <p>1. Close Reading and Textual Analysis</p> <ul style="list-style-type: none"> ▪ 9th Grade: Introduction to close reading through simpler texts, focusing on identifying literary devices (e.g., imagery, simile, metaphor) and basic thematic analysis. ▪ 10th Grade: Developing deeper analytical skills with more complex texts, including understanding character motivations and thematic development. ▪ 11th Grade: Applying close reading to more advanced literature, such as American or British literature, with a focus on symbolism, irony, and complex themes. <p>2. Literary Devices and Techniques</p> <ul style="list-style-type: none"> ▪ 9th Grade: Basic identification of literary devices in poetry and prose. ▪ 10th Grade:

five-act structure of Shakespearean tragedy.

- Exploration of key scenes and their significance (e.g., the witches' prophecies, Duncan's murder, Banquo's ghost).

2. Themes

- Ambition and power.
- Fate vs. free will.
- Guilt and conscience.
- The corrupting influence of unchecked ambition.
- The natural vs. the supernatural.

3. Character Analysis

- Deep analysis of major characters (Macbeth, Lady Macbeth, the witches, Banquo, Duncan, Macduff).
- Character motivations and development over the course of the play.
- Tragic hero analysis of Macbeth.

4. Literary Devices and Language

- Examination of Shakespeare's use of language, including imagery, symbolism, and motifs (e.g., blood, darkness, the

Understanding the effects of literary devices on meaning and tone.

- **11th Grade:** Analyzing how authors use literary devices to develop themes and characters.

3. Theme Analysis

- **9th Grade:** Identifying and summarizing themes in literature.
- **10th Grade:** Analyzing how themes are developed across a text.
- **11th Grade:** Comparing and contrasting themes across different works of literature.

4. Character Analysis

- **9th Grade:** Basic understanding of character roles and motivations.
- **10th Grade:** Exploring character development and changes throughout a text.
- **11th Grade:** Analyzing complex characters and their relationships within a text.

5. Narrative Writing

- **9th Grade:** Writing simple narrative pieces, such as personal narratives or retellings of stories.
- **10th Grade:** Developing more complex narrative structures, including different points of view and incorporating dialogue.
- **11th Grade:** Experimenting with narrative techniques, such as unreliable narrators or non-linear plots.

unnatural).

- Analysis of soliloquies and their role in revealing character psychology.
- Understanding of meter, rhyme, and rhythm, especially in the context of Shakespearean blank verse.

5. Historical and Social Context

- The Jacobean context, including beliefs about kingship, the divine right of kings, and witchcraft.
- Influence of the Gunpowder Plot on the play.
- The role of gender and power dynamics in the play.

6. Critical Perspectives

- Exploration of various critical interpretations (e.g., feminist, psychoanalytic, historical).
- Discussion of how different productions and adaptations have interpreted *Macbeth*.

Skills

1. Critical Reading and Analysis

- Analyzing text for

6. Understanding Historical and Social Context

- **9th Grade:** Introducing the idea of historical context influencing literature.
- **10th Grade:** Analyzing how historical and social contexts shape characters, themes, and plots in literature.
- **11th Grade:** Connecting literature to broader historical and cultural movements.

deeper meanings and connections to themes, characters, and motifs.

- Interpreting complex language and identifying literary devices.

2. Discussion and Presentation

- Participating in discussions about themes, characters, and interpretations of the play.
- Delivering presentations on specific aspects of the play (e.g., character analysis, thematic exploration).

3. Narrative/Creative Interpretation

- Engaging in creative projects, such as modern adaptations of scenes, rewriting soliloquies, or staging a scene with a specific directorial vision.
- Exploring how different media (film, theater) interpret and adapt the play.
- Character Perspective Narratives: Students write first-person narratives from the perspective of a character, exploring their thoughts and feelings during key

moments in the play (e.g., Macbeth after hearing the witches' prophecies, Lady Macbeth after Duncan's murder).	
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Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the

pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

TH.K-2.1.4.2.Cr

Creating

TH.K-2.1.4.2.Cr2

Organizing and developing ideas.

How, when, and why do theatre artists' choices change?

TH.K-2.1.4.2.Pr

Performing

TH.K-2.1.4.2.Pr4

Selecting, analyzing, and interpreting work.

TH.K-2.1.4.2.Pr6

Conveying meaning through art.

Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

TH.K-2.1.4.2.Re8

Interpreting intent and meaning.

How can the same work of art communicate different messages to different people?

TH.K-2.1.4.2.Re9

Applying criteria to evaluate products.

TH.K-2.1.4.2.Cn11

Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

SOC.9-12.1.1.1

Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

SOC.9-12.1.2.2

Relate current events to the physical and human characteristics of places and regions.

SOC.9-12.1.3.3

Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.